## PSHE \& Citizenship, P scales

Learning PSHE and citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

The Ingot's PSHE and citizenship P scales provide learners with the opportunity to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes


## P1(i) - PSHE \& CITIZENSHIP

## 1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]
1.2 I can experience light patterns. [3]
1.3 I can experience music. [5]
1.4 I can experience a combination of action with sound. [7]

## 2. The learner will show simple reflex responses

## 2. 1 I can make a startled response to a sudden noise. [2]

### 2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]
2.4 I can be passive or resistant. [8]

## P1(ii) - PSHE \& CITIZENSHIP

## 1. The learner will show emerging awareness of activities and experiences

## 2. The learner will show intermittent reactions

2.1 I can react to movement. [12]
2.2 I can react to physical contact. [14]
2.3 I can react to a change in temperature. [16]
1.4 I can make a brief response to physical sensory source. [17]
1.5 I can make a brief response to light patterns. [18]
1.6 I can make a brief response to a moving object. [19]

## P2(i) - PSHE \& CITIZENSHIP

## 1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]
1.21 can react to unfamiliar images. [24]
1.3 I can react to a new task. [26]

## 2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]
2.2 I can respond consistently to familiar events. [25]
2.3 I can respond consistently to familiar objects. [27]

## 3. The learner will participate in shared activities

3.1 I can engage in coactive exploration. [23]
1.4 I can react to a new experience. [28]

## P2(ii) - PSHE \& CITIZENSHIP

| 1. The | 2. The | 3. The |
| :--- | :--- | :--- |
| learner | learner | learner |
| will com | will com | will |
| municate | municate | recognis |
| consiste | affective | e |
| nt prefer | response | familiar |
| ences | s | people, <br> events <br> and <br> objects |
|  |  |  |

4. The learner will perform simple actions

| 1.1 I can <br> communicat 2.1 I can <br> respond <br> e preference  | with volume |
| :--- | :--- |
| for certain variation. |  |
|  |  |


| 3.1 I can <br> recognise | 4.1 I can <br> attempt to |
| :--- | :--- |
| familiar | perform a |
| people. [32] | simple <br> action. [33] |
|  | and |

5. The learner will reme mber learned r esponses
6. The learner will parti cipate in shared actions activities

| 3.21 can | 4.21 can | 6.21 can |
| :---: | :---: | :---: |
| recognise | use trial and | co-operate |
| familiar | improvemen | with |
| events. [38] | $t$ to perform | supported |
|  | an action. [39] | participation [40] |

3.3 I can
recognise
familiar
objects. [41]

## P3(i) - PSHE \& CITIZENSHIP

1. The
learner
will
request
events or
activities

| 2. The | 3. The |
| :--- | :--- |
| learner | learner |
| will parti | will |
| cipate in | sustain c |
| shared | oncentra |
| activities | tion |

4. The
5. The
6. The
learner will
explore materials
3.11 can sustain conc entration for short periods.
[45]

| 1.1 I can <br> request for | 2.1 I can <br> participate |
| :--- | :--- |
| an event or |  |$\quad$| in shared |
| :--- |
| activity. [43] | | exploration |
| :--- |
|  |
|  |
|  |
|  |
|  |
| with less |
| support. |
| [44] |


| 5.21 can | 6.21 can |
| :---: | :---: |
| observe the | remember a |
| result of my | learned |
| action. [49] | activity. [50] |
| 5.31 can | 6.3 I can |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |
| action. [51] |  |

## P3(ii) - PSHE \& CITIZENSHIP

| 1. The | 2. The |
| :--- | :--- |
| learner will | learner will |
| initiate | remember |
| interaction | learned |
| s and | responses |
| activities |  |

3. The
learner will
respond to
options
and
choices
4. The
5. The
learner will learner will actively apply explore objects and events potential solutions s ystematical ly to problems
3.11 can respond to an option or choice. [56]

### 3.21 can

 demonstrate dissatisfaction. [61]3.31 can demonstrate satisfaction. [64]
familiar people. [63]
2.11 can remember learned responses over increasing periods. [55]
1.21 can initiate interactions with familiar people. [59]

### 1.3 I can

initiate activities with
2.21 can anticipate familiar events. [60]
4.11 can actively explore objects. [57]
$\frac{4.2 \text { I can }}{\text { actively }}$
explore events.
$[62]$
4.3 I can remain interested in an activity for a short period. [65]
5.1 I can attempt to solve simple problems. [58]
3.41 can
indicate
preference.

## P4-PSHE \& Citizenship

1. The
learner will
express
their
emotions
using
single
elements
of communi
cation


### 2.1 I can join in parallel activity with several others. [69]

1.21 can
express my
needs. [73]
1.31 can
indicate my
likes. [76]
1.41 can
indicate my
dislikes. [78]
2. The
learner will
engage in
parallel
activity
with others
3. The
learner will follow familiar routines

| 3.1 I can |
| :--- |
| follow familiar |
| routines. [70] | routines. [70]

3.21 can
participate in familiar tasks or activities. [74]

### 4.1 I can demonstrate an understanding of "yes". [71]

### 4.21 can

 demonstrate an understanding of "no". [75]4.31 can
recognise animated praise or criticism. [77]

### 4.41 can

respond appropriately to animated praise or criticism. [79]
4. The learner will show an un derstandin g of 'yes' and 'no'

## P5-PSHE \& Citizenship

\author{

1. The learner <br> will participate <br> 2. The learner will maintain <br> 3. The learner will combine <br> 4. The learner will join in
}
in activities
involving
others
1.1 I can
participate in work
or play involving
two or three others. [81]

## interactions and take turns

## two elements of

 communicatio n
### 2.1 I can initiate interactions. [82]

2.2 I can maintain interactions in a small group. [85]
2.3 I can take turns. [88]
3.1 I can combine
two elements of
communication to
express $m y$
feelings. [83]
3.2 I can combine two elements of communication to express my needs. [86]
3.3 I can combine
two elements of communication to express my choices. [89]
discussions by responding appropriately
4.1 I can respond appropriately to simple questions about familiar events. [84]
4.2 I can respond appropriately to simple questions about familiar experiences. [87]
4.3 I can join in discussions. [90]

## P6 - PSHE \& Citizenship

## 1. The learner will respond to others in group

1.1 I can respond to others in group situations. [92]
1.2 I can play or work cooperatively in a small group. [95]

## 2. The learner will complete routine activities

2.1 I can carry out routine activities in a familiar context. [93]
2.2 I can show an awareness of the results of my actions. [96]

## 3. The learner will show concern for others

3.1 I can show concern for others. [94]

## P7-PSHE \& Citizenship

| 1. The | 2. The | 3. The | 4. The | 5. The |
| :--- | :--- | :--- | :--- | :--- |
| learner will | learner will | learner will | learner will | learner will |
| communica | engage in | make | judge right | show some |
| te | new | purposeful <br> emotions in <br> new <br> activities | relationshi |  |
| considerati |  |  |  |  |

## simple

 phrases1.1 I can communicate feelings in simple phrases. [98]
1.21 can
communicate ideas in simple phrases. [103]

## ps

2.1I can 3.1Ican
move to new activities when directed. [99]
3.1 I can
make
purposeful relationships with others in group
activities. [100]
4.11 can judge right and wrong based on consequences of actions. [101]
others
5.1 I can show consideration of the needs and feelings of other people. [102]
5.2 I can show consideration of the needs and feelings of living things. [106]

## P8-PSHE \& Citizenship

| 1. The | 2. The |
| :--- | :--- |
| learner | learner |
| will parti | will unde |
| cipate in | rstand |
| a range | agreed |
| of | codes of |
| activities | behaviou |
|  | r |

3. The
learner
will show
a basic $u$
nderstan
ding of
what is
right and
wrong
4. The 6. The
5. The
6. The
learner
3.21 can
attempt to
negotiate with
others in a
variety of
situations.
[105]
2.21 can choose a new activity. [104]
1.31 can
choose, initiate and follow through a new task or activity. [117]
1.4 I can understand the need for rules in games. [120]
1.5 I can show awareness
of how to join in different situations.
[121]
2.31 can
support others in behaving ap propriately. [118]

### 5.3 I can

show
respect for
others.
[119]

## Links to PScale Units

| P1-P3 [123] | ICT [124] | English [125] | Mathematics [126] |
| :---: | :---: | :---: | :---: |
| Science [127] | Physical education [128] | Art [129] | Music [130] |
| $\frac{\text { Design technology }}{[131]}$ | Personal social health education [132] | Geography [133] | History [134] |
| Religious education [135] | Modern foreign language [136] |  |  |

Source URL: https://theingots.org/community/psps

## Links

[1] https://theingots.org/community/psl1ipsx\#1.1
[2] https://theingots.org/community/psl1ipsx\#2.1
[3] https://theingots.org/community/psl1ipsx\#1.2
[4] https://theingots.org/community/psl1ipsx\#2.2
[5] https://theingots.org/community/psl1ipsx\#1.3
[6] https://theingots.org/community/psl1ipsx\#2.3
[7] https://theingots.org/community/psl1ipsx\#1.4
[8] https://theingots.org/community/psl1ipsx\#2.4
[9] https://theingots.org/community/psl1ipsx\#1.5
[10] https://theingots.org/community/psllipsi
[11] https://theingots.org/community/psl1iipsx\#1.1
[12] https://theingots.org/community/ps|liipsx\#2.1
[13] https://theingots.org/community/psl1iipsx\#1.2
[14] https://theingots.org/community/ps|liipsx\#2.2
[15] https://theingots.org/community/ps|liipsx\#1.3
[16] https://theingots.org/community/pslliipsx\#2.3
[17] https://theingots.org/community/ps11iipsx\#1.4
[18] https://theingots.org/community/psl1iipsx\#1.5
[19] https://theingots.org/community/psliiipsx\#1.6
[20] https://theingots.org/community/psl1iipsi
[21] https://theingots.org/community/psI2ipsx\#1.1
[22] https://theingots.org/community/psI2ipsx\#2.1
[23] https://theingots.org/community/psl2ipsx\#3.1
[24] https://theingots.org/community/psl2ipsx\#1.2
[25] https://theingots.org/community/psl2ipsx\#2.2
[26] https://theingots.org/community/ps/2ipsx\#1.3
[27] https://theingots.org/community/ps/2ipsx\#2.3
[28] https://theingots.org/community/ps/2ipsx\#1.4
[29] https://theingots.org/community/psI2ipsi
[30] https://theingots.org/community/ps|2iipsx\#1.1
[31] https://theingots.org/community/ps|2iipsx\#2.1
[32] https://theingots.org/community/ps|2iipsx\#3.1
[33] https://theingots.org/community/ps|2iipsx\#4.1
[34] https://theingots.org/community/ps/2iipsx\#5.1
[35] https://theingots.org/community/ps/2iipsx\#6.1
[36] https://theingots.org/community/ps/2iipsx\#1.2
[37] https://theingots.org/community/ps/2iipsx\#2.2
[38] https://theingots.org/community/ps|2iipsx\#3.2
[39] https://theingots.org/community/ps/2iipsx\#4.2
[40] https://theingots.org/community/ps/2iipsx\#6.2
[41] https://theingots.org/community/ps|2iipsx\#3.3
[42] https://theingots.org/community/psi2iipsi
[43] https://theingots.org/community/psl3ipsx\#1.1
[44] https://theingots.org/community/psl3ipsx\#2.1
[45] https://theingots.org/community/psl3ipsx\#3.1
[46] https://theingots.org/community/psl3ipsx\#4.1
[47] https://theingots.org/community/psl3ipsx\#5.1
[48] https://theingots.org/community/psl3ipsx\#6.1
[49] https://theingots.org/community/psl3ipsx\#5.2
[50] https://theingots.org/community/psI3ipsx\#6.2
[51] https://theingots.org/community/psl3ipsx\#5.3
[52] https://theingots.org/community/psl3ipsx\#6.3
[53] https://theingots.org/community/psl3ipsi
[54] https://theingots.org/community/psl3iipsx\#1.1
[55] https://theingots.org/community/psl3iipsx\#2.1
[56] https://theingots.org/community/psI3iipsx\#3.1
[57] https://theingots.org/community/ps13iipsx\#4.1
[58] https://theingots.org/community/psl3iipsx\#5.1
[59] https://theingots.org/community/pss3iipsx\#1.2
[60] https://theingots.org/community/pss3iipsx\#2.2
[61] https://theingots.org/community/pss3iipsx\#3.2
[62] https://theingots.org/community/ps|3iipsx\#4.2
[63] https://theingots.org/community/psI3iipsx\#1.3
[64] https://theingots.org/community/psl3iipsx\#3.3
[65] https://theingots.org/community/psI3iipsx\#4.3
[66] https://theingots.org/community/psI3iipsx\#3.4
[67] https://theingots.org/community/psI3iipsi
[68] https://theingots.org/community/ps14psx\#1.1
[69] https://theingots.org/community/ps14psx\#2.1
[70] https://theingots.org/community/ps14psx\#3.1
[71] https://theingots.org/community/ps14psx\#4.1
[72] https://theingots.org/community/ps14psx\#5.1
[73] https://theingots.org/community/ps14psx\#1.2
[74] https://theingots.org/community/ps14psx\#3.2
[75] https://theingots.org/community/ps14psx\#4.2
[76] https://theingots.org/community/ps14psx\#1.3
[77] https://theingots.org/community/ps14psx\#4.3
[78] https://theingots.org/community/ps14psx\#1.4
[79] https://theingots.org/community/ps14psx\#4.4
[80] https://theingots.org/community/ps14psi
[81] https://theingots.org/community/psl5psx\#1.1
[82] https://theingots.org/community/psl5psx\#2.1
[83] https://theingots.org/community/ps15psx\#3.1
[84] https://theingots.org/community/ps15psx\#4.1
[85] https://theingots.org/community/ps15psx\#2.2
[86] https://theingots.org/community/psl5psx\#3.2
[87] https://theingots.org/community/ps15psx\#4.2
[88] https://theingots.org/community/ps15psx\#2.3
[89] https://theingots.org/community/ps15psx\#3.3
[90] https://theingots.org/community/psl5psx\#4.3
[91] https://theingots.org/community/ps15psi
[92] https://theingots.org/community/psl6psx\#1.1
[93] https://theingots.org/community/psl6psx\#2.1
[94] https://theingots.org/community/psl6psx\#3.1
[95] https://theingots.org/community/psl6psx\#1.2
[96] https://theingots.org/community/psl6psx\#2.2
[97] https://theingots.org/community/psl6psi
[98] https://theingots.org/community/ps17psx\#1.1
[99] https://theingots.org/community/ps17psx\#2.1
[100] https://theingots.org/community/ps17psx\#3.1
[101] https://theingots.org/community/ps17psx\#4.1
[102] https://theingots.org/community/ps17psx\#5.1
[103] https://theingots.org/community/ps17psx\#1.2
[104] https://theingots.org/community/ps17psx\#2.2
[105] https://theingots.org/community/ps17psx\#3.2
[106] https://theingots.org/community/psI7psx\#5.2
[107] https://theingots.org/community/ps17psi
[108] https://theingots.org/community/psl8psx\#1.1
[109] https://theingots.org/community/psl8psx\#2.1
[110] https://theingots.org/community/psl8psx\#3.1
[111] https://theingots.org/community/psl8psx\#4.1
[112] https://theingots.org/community/psl8psx\#5.1
[113] https://theingots.org/community/psl8psx\#6.1
[114] https://theingots.org/community/psl8psx\#1.2
[115] https://theingots.org/community/psl8psx\#2.2
[116] https://theingots.org/community/psl8psx\#5.2
[117] https://theingots.org/community/psl8psx\#1.3
[118] https://theingots.org/community/psl8psx\#2.3
[119] https://theingots.org/community/psl8psx\#5.3
[120] https://theingots.org/community/psl8psx\#1.4
[121] https://theingots.org/community/psl8psx\#1.5
[122] https://theingots.org/community/psl8psi
[123] https://theingots.org/community/psl1-3
[124] https://theingots.org/community/psit

## PSHE \& Citizenship, P scales

-->
[125] https://theingots.org/community/psens
[126] https://theingots.org/community/psman
[127] https://theingots.org/community/pssc
[128] https://theingots.org/community/pspe
[129] https://theingots.org/community/psar
[130] https://theingots.org/community/psmu
[131] https://theingots.org/community/psdt
[132] https://theingots.org/community/psps
[133] https://theingots.org/community/psge
[134] https://theingots.org/community/pshi
[135] https://theingots.org/community/psre
[136] https://theingots.org/community/psml

